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ABSTRACT

This document presents the syllabus, lecture outlines, student assignments, and special guest lectures for a course offered for the second time at the University of Illinois at Urbana-Champaign Graduate School of Library and Information Science during summer semester 1985. The course was designed to provide graduate students with the theoretical foundation and practical experience for the bibliographic instruction responsibilities included in an increasing number of library positions. While library educators and bibliographic instruction practitioners have not reached a consensus on how best to educate graduate students for bibliographic instruction positions, this course presented one alternative: a course combining practice and theory and taught by an active bibliographic instruction practitioner. (Author/THC)

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LIBRARY USE INSTRUCTION: Syllabus, Lecture Outlines, Assignments, and Guest Presentations

Library and Information
Science 450 AC
Summer 1985

Graduate School of Library
and Information Science
University of Illinois
at Urbana-Champaign

Lizabeth Wilson
Assistant Professor of
Library Administration

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UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana-Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Summer 1985

Tuesday and Thursday
8 am - 10 am
305 Gregory Hall

Office: Undergraduate Library
Phone: 333-1031

Office hours: Wednesdays 10 am - 12 noon
Thursdays 1:30 pm - 3 pm
By appointment also

I. COURSE DESCRIPTION

LIS 450 AC "Library Use Instruction" is designed to provide students with a review of the history of bibliographic instruction, as well as the knowledge and the skills necessary to plan, implement, and evaluate bibliographic instruction in diverse settings. Throughout the course, stduents will explore learning theory, educational methods, instructional design, administrative structures, evaluation, and the research process as they relate to bibliographic instruction.

II. MAJOR COURSE OBJECTIVES

On completion of the course, the student will be able to:

1. appreciate the role and impact of bibliographic instruction in libraries and other educational settings;

2. distinguish between different levels and modes of bibliographic instruction;

3. design, implement, and evaluate an instruction program in a given setting;

4. identify appropriate literature and recognize relevant professional organizations for bibliographic instruction.

III. COURSE REQUIREMENTS

A. Required Readings

Students are expected to complete readings before coming to class. Class lectures and activities are designed to build on the readings. Each student's class contributions should attest to his/her familiarity with the required readings.

B. Participation in Discussion

I expect active class participation from each student. I believe that a lively exchange of ideas, concerns, and solutions will contribute to each student's learning experience.

C. Midterm Essay

At the end of the fifth class (June 25), I will give students a take-home essay assignment. The typewritten essay of 2-3 pages is due in class July 2.

D. Term Project

Each student will design a bibliographic instruction program to fit one of ten scenarios provided or for a scenario developed by the student and approved by the instructor. Based on an actual situation, each scenario describes an institution, user population, library resources, the political situation, and the administrative set-up. The final term project will be a document of 10-15 typewritten pages including a bibliography. Scenarios and term project guidelines will be distributed on the first day of class. Term projects are due in class on July 30.

E. Memo to Administrator

Each student will write a 1-2 page memo to the administrator designated in the scenario briefly delineating the rationale behind the instruction program developed in the term project: costs, benefits, staffing, etc. Sample memos will be provided on July 2. Memos are due in class on July 18.

F. Oral Presentation

Each student will give a ten-minute presentation on his/her bibliographic instruction program developed for the scenario. Presentations will be scheduled on July 23 and July 25. Presentations will be videotaped by the Office of Instructional Resources to provide students with individual feedback on their presentation techniques.

G. Examinations

There will be no final examination.

IV. DUE DATES

July 2 (Week 3): Midterm Essay

July 18 (Week 6): Memo to Administrator

July 23 and 25 (Week 7): Oral Presentation

July 30 (Week 8): Term Project

V. REQUIRED TEXTS

There are no required texts for this course. However, students are expected to complete readings held on reserve at the Library and Information Science Library.

VI. GRADING CRITERIA

Classroom Participation	15%
Midterm Essay	15
Memo	15
Oral Presentation	15
Term Project	40
	100%

COURSE OUTLINE

TUESDAY, JUNE 11

Introduction to course (requirements, syllabus, etc.)

Definition of library use instruction (also called bibliographic instruction or BI); rationale for and objective of BI; history and background, state of the field; literature of BI; professional organizations.

Activity: Needs assessment of students in LIS 450AC

Required Readings for June 13:

(Background and History)

027.7093 C686 — Hopkins, Frances L. "User Instruction in the College Library," In College Librarianship (1981), pp. 173-204.

027.7 L6973 #12 — Keresztesi, Michael. "Bibliographic Instruction in the 1980's and Beyond," In Directions for the Decade (1981), pp. 41-49.

020.622 SOL — Kirk, Thomas. "Past, Present and Future of Library Instruction," Southeastern Librarian 27 (Spring 1977), pp. 15-18.

027.6 Se69 — Kirkendall, Carolyn A. and Carla J. Stoffle. "Instruction," In Service Imperative for Libraries (1982), pp. 42-93.

027.705 JO — Smalley, Topsy. "Bibliographic Instruction in Academic Libraries: Questioning Some Assumptions," Journal of Academic Librarianship 3 (November 1977), pp. 280-283.

(Needs Assessment)

025.56 As78b — American Library Association. Bibliographic Instruction Handbook (1979), pp. 9-18.

025.56 B38ℓ — Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. Learning the Library (1982), pp. 9-29.

027.7 T355c — University of Texas at Austin, General Libraries. A Comprehensive Program of User Education for General Libraries (1977). (Skim)

THURSDAY, JUNE 13

Needs assessment: determining user needs; user surveys; interviews; questionnaires; testing.

Results of LIS 450AC needs assessment survey

Activity: Assessing needs of diverse populations.

Required Readings for June 18:

025.56 B38ℓ — Beaubien, Anne. Learning the Library, pp. 31-44.

371.3944 M27p 1975 — Mager, Robert F. Preparing Instructional Objectives (1975). (Skim)

027.7 L6973 #5 — Whildin, Sara. "Planning a Library Instruction Program Based on Measurable Objectives," In Academic Library Instruction (1975), pp. 13-21.

TUESDAY, JUNE 18

Goals and objectives; setting objectives; types of objectives; benefits of objectives; future of objectives.

Special presentation: ACRL BIS Taskforce on Objectives

Activity: Writing Instructional Objectives

Required Readings for June 20:

027.2 L6973 #14 — Aluri, Rao and Mary Reichel. "Learning Theories and Bibliographic Instruction," In Bibliographic Instruction and the Learning Process (1984), pp. 15-27.

025.5605 RE — Arp, Lori and Lizabeth Wilson. "Large Scale Bibliographic Instruction: The Illinois Experience--Library Instructor's View (Theoretical)," Research Strategies 2 (Winter 1984), pp. 16-22.

027.705 JO — Frick, Elizabeth. "Information Structure and Bibliographic Instruction," Journal of Academic Librarianship 1 (Sept. 1975), pp. 12-14.

027.705 JO — Kobelski, Pamela and Mary Reichel. "Conceptual Framework for Bibliographic Instruction," Journal of Academic Librarianship 7 (May 1981), pp. 73-77.

025.5605 RE — Oberman, Cerise. "Question Analyses and the Learning Cycle," Research Strategies 1 (Winter 1983), pp. 22-27.

025.5206 RQ — Tuckett, Harold W. and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User," RQ 24 (Fall 1984), pp. 58-66.

THURSDAY, JUNE 20

Concept learning; research problem analysis; search strategies.

Activity: Learning Game

Required Readings for June 25:

025.56 B38ℓ — Beaubien, Anne K. Learning the Library, pp. 45-64.

028.7 L926e — Lubans, John. Educating the Library User (1974), pp. 254-336. (Skim)

378.05 JO — MacGregor, John and Raymond McInnis. "Integrating Classroom Instruction and Library Research," Journal of Higher Education 48 (Jan.-Feb. 1977), pp. 17-38.

025.560202 R293b — Renford, Beverly. Bibliographic Instruction: A Handbook (1980), pp. 43-71, 97-120, 164-178. (Skim)

TUESDAY, JUNE 25

Instructional design; curricular materials; course integration; course-related instruction; point-of-use instruction.

Midterm Essay Assignment will be distributed.

Required Readings for June 27:

None

THURSDAY, JUNE 27 (Meet in Room 289 of the Undergraduate Library)

Curricular Fair; viewing and critiquing media programs; examination of sample handouts; review of textbooks; etc.

Required Readings for July 2:

025.56 B38ℓ — Beaubien, Anne K. Learning the Library, pp. 219-235.

027.7 L6973 #8 — Boisse, Joseph. "Library Instruction and Administration," In Putting Library Instruction in Its Place (1978), pp. 1-12.

025.5605 RE — Kohl, David. "Large Scale Bibliographic Instruction: the Illinois Experience--Library Administrator's View," Research Strategies 2 (Winter 1984), pp. 6-11.

020.5 LIBT — Lynch, Beverly and Karen Seibert. "The Involvement of the Librarian in the Total Educational Process," Library Trends 29 (Summer 1980), pp. 127-138.

020.5 AM — Miller, William. "What's Wrong with Reference?" American Libraries 15 (May 1984), pp. 303-306, 321-322.

025.5605 RE — Wilson, Lizabeth and Lori Arp. "Large Scale Bibliographic Instruction: The Illinois Experience--Library Instructor's View (Practical)," Research Strategies 2 (Winter 1984), pp. 23-32.

TUESDAY, JULY 2

Management and marketing of bibliographic instruction; politics, funding; report and memo preparation; accountability.

Sample memos will be distributed.

Preview of BI meetings and programs at ALA Conference in Chicago, July 6-10, 1985.

Midterm essay due in class.

Required Readings for July 11:

None

THURSDAY, JULY 4: No Class (Holiday)

TUESDAY, JULY 8: No Class (ALA Meetings)

THURSDAY, JULY 11

ALA Conference debriefing

Midterm essays returned to students and discussion of assignment.

Special Presentation: Lecture/workshop presented by Priscilla Visek of the Office of Instructional Resources on presentation skills.

Required Readings for July 16:

025.36 Ev13 — ALA/ACRL/BIS. Evaluating Bibliographic Instruction (1983). (Skim)

027.7 L6973 #9 — Kirkendall, Carolyn, ed. Improving Library Instruction (1979), pp. 97-112.

020.5 LIBT — Werking, Richard. "Evaluating Bibliographic Education: A Review and Critique," Library Trends 29 (Summer 1980), pp. 153-172.

TUESDAY, JULY 16

Evaluation: techniques, uses, accountability.

Special Presentation: Evaluation techniques.

Required Readings for July 18: Will be announced as semester progresses. I anticipate assigning four short readings.

THURSDAY, JULY 18

Special Presentation: Guest practitioners will present instruction programs developed in diverse settings.

Memo to administrator due in class.

Required Readings for July 23:

Classmates' Memos

TUESDAY, JULY 23

Oral presentations of student term projects. Videotaping by the Office of Instructional Resources.

Required Readings for July 25:

Classmates' Memos

THURSDAY, JULY 25

Oral presentations of student term projects. Videotaping by the Office of Instructional Resources.

Required Reading for July 30:

020.5 LIBT Hogan, Sharon A. "Training and Education of Library Instruction Librarians," Library Trends 29 (Summer 1980), pp. 105-126.

TUESDAY, JULY 30

Wrap-up session.

Education for bibliographic instruction; history and future

Evaluation of LIS 450AC (ICES)

Term projects due in class.

LECTURE OUTLINE FOR LIS 450 AC
FIRST CLASS MEETING
June 11, 1985

I. Welcome to the course

II. Introduction of Self
    A. Academic Preparation
    B. Work Experience
    C. Bibliographic Instruction Experience
        1. First experience with teaching--disaster
        2. Roles at the Undergraduate Library (1980-85)
        3. Undergraduate Instructional Awards (82/83)
    D. Interest in Education for Bibliographic Instruction
        1. Training of UGL librarians and graduate assistants
        2. My personal lack of preparation when I started
    E. ALISE Panel (January 1984, Washington, D.C.): Education for Bibliographic Instruction)
        1. Joint program of ACRL BIS Education for BI and ALISE Teaching Methods
        2. Betsy Baker (Northwestern University), Chair
        3. Joseph Boisse (University of Calif. at Santa Barbara), Administrator
        4. Ann Mathews (University of Denver), Educator
        5. Betsy Wilson (Undergraduate Library, University of Illinois), Practitioner
        6. From this panel, Dean Charles Davis asked me to teach a course in his library school of bibliographic instruction

III. Why a Bibliographic Instruction Course
    A. Mature field
    B. Job requirements
    C. Skills not taught elsewhere
    D. Other institutions with such courses
        1. U of Denver (closed)
        2. U of Chicago
        3. U of Wisconsin
        4. Syracuse
        5. U of Michigan (practicum-based)
    E. Development of this course
        1. Syllabi project: ACRL BIS Education for BI
        2. Competencies statement

IV. Major Goals of the Course
    A. Combine theory with practice
    B. To provide a bridge between your coursework and possible job settings
    C. To exchange ideas, experiences, concerns, criticism
    D. To challenge you to add your input

V. Course Logistics
    A. Tues., Thurs. 8-10 a.m.
    B. Format
        1. First hour: lecture/directed discussion
        2. Second hour: Activity/group work

VI. Course Description
- A. Syllabi
- B. Course objectives
- C. Course requirements
- D. Due dates
- E. Grading criteria

VII. Required Readings
- A. Importance
- B. On Reserve at the Library and Information Science Library
- C. Heavy reading the first week because reading for two class periods
- D. Uncataloged materials at desk

VIII. Scenarios
- A. Review scenarios; sign up next week
- B. Can design own based on a real situation
- C. Each scenario provides basic information

IX. History of Bibliographic Instruction (Overview)
- A. Short History of BI (Hopkins article good, as is Kirk's)
  1. 19th Century: professionalization of research, diversification of curriculums, changes in teaching styles
  2. Turn-of-the-century: librarians make decision of whether to offer reference service or instruct patrons
     - a. Opt for reference because less staff needed and not open to scrutiny of teaching faculty
     - b. Teaching to find information considered "conservative"
     - c. Librarians finding the answers adopted by most in the field
  3. 20th Century: Sporatic attempts at bi
     - a. Branscomb's "Teaching with Books"
     - b. Jesse Shera: librarian's not teachers
  4. 1960's: Rebirth of instruction
     - a. Influx of to date "untypical" students into universities (non-traditional)
     - b. Humanizing of educational patterns: more readings, less emphasis on one text
     - c. Information explosion
     - d. Reference service grows
     - e. Research papers
  5. Landmark programs and names
     - a. UCLA: Workbook: Mimi Dudley
     - b. Monteith: Patricia Knapp
     - c. Earlham: Evan Farber and Thomas Kirk
     - d. LOEX: Carolyn Kirkendall
     - e. College of Charleston (U Minnesota): Cerise Oberman
     - f. University of Michigan: Anne Beaubien, Sharon Hogan, Mary George
     - g. John Lubans
     - h. Ohio State University: Virginia Tiefel
     - i. University of Illinois: Wilson and Lori Arp

6. Developments in medical libraries
    a. Mathieson Report
    b. Information management

X. Professional Organizations (handout ALA copies)
    A. Association of College and Research Libraries, Bibliographic Instruction Section
    B. Library Instruction Roundtable
    C. State organizations
    D. ALA committees in subject areas or specific to a tool
    E. Special Libraries Association
    F. Medical Libraries Association
    G. Conferences: LOEX, ALA, S.E. Conference on BI, state and regional meetings and workshops

XI. Literature of the Field (handout the bibliography)
    A. Extremely prolific
    B. Clearinghouses
    C. Presses: Bowker, Pierian Press, Morningside Press
    D. Journals: Journal of Academic Librarianship, Research Strategies, Library Trends, C & RL, RQ, etc.

XII. Criticism of BI
    A. William Katz (see Hopkins article)
    B. Topsy Smalley article
    C. James Benson article

XIII. Classmate introductions

XIV. Needs Assessment Survey
    A. Students fill out survey

Class Outline
June 13, 1985
Second Class Meeting

LIS 450 AC
Betsy Wilson

Announcements

1. Questions about the syllabus? assignments?
2. Problems w/ reserve readings?

Needs Assessment

I. Results of Class Survey (pass out)

II. Needs Assessment Simulation (pass out)

A. Purpose: to introduce you to 5 techniques of needs assessment (by all means not all)

B. Mechanics: count off in groups (1-5)

C. Directive
1. Describe setting; directive- a Undergraduate Library
2. Based on information given- what/who will be your target group

D. Will spend 1st hour going over data.

E. Spokesperson for groups will give a report on the technique, the data given, what you could distill from data, and your groups recommendation for target groups.

III. Need Assessment (Consumer survey, community analysis, finding out about your user group, etc.)

A. Why this is important?
1. Basic precept of all library service
2. Basis on which to build program; a profile [market profile]
3. Assumptions are not always true, preconceived notions

Examples
a. International Student
1. concept of access to information
2. concept of public libraries
b. Specially admitted students
1. oral traditions
2. different learning practices
3. constant change in make-up

4. Must be an on-going, dynamic
a. ESL student (changing composition)
b. CHanges in high school preparation
c. Familiarity with technology

B. Need Assessment provides basis for any instruction
1. External Needs Assessment
a. User Groups
Students, faculty, staff, patrons of public library, patients in a nursing home (end user), invisible users (dial into LCS), etc.

1. Ways to assess needs of user groups
    a. Literature search (in the broadcast sense)
        1. Local or institutional sources
           Admissions office, college catalogs, archives of institution, invisible college, library use statistics (turnstile, circ info, reshelving patterns)
        2. Published literature
           This is the area you should all feel expert in--go look it up; library lit., education, subject areas related to user group, public relations, etc. Interdisciplinary
    b. User Survey
       Provides formalized data
        1. Construction of survey; what do you want to know; how to ask questions; questions can be leading (assumptions may be inadvertantly worked in)
        2. Quantifiable data
        3. Example of user survey (Jon Lubans) Purple Book

    c. Need for BI
       Once you have identified group(s) and subsets of the group, you need to test or ascertain what they know, skill level, awareness level
        a. Test or quiz
        b. In college setting, working with instructors for input
        c. Subjective analysis; patterns from the reference desk; repetition of questions

Internal Assessment
Institution or Library
    1. Resources
        a. Librarians (current responsibilities); administrative structure
        b. Support staff, including student assistants
        c. Collection
            1. Size (Comm. College - Danville: size too small)
            2. Strengths (i.e. Bus. Seminars-if no sources available)
            3. Organization-decentralized; in storage; open, closed stacks
            4. Ability to handle increased demand
                a. Issue of great concern in academic libraries; if you make people more aware of resources, they might use them; deterioration of collections
                b. brings into question function of libraries; storehouse of information
                c. Policies which might need revision; circulation policies
                d. Teaching collections (duplication of materials)
                e. Priorities - seasonal workers?
        d. Facilities and Equipment
            1. Space (most libraries are not built with instruction rooms; displace other areas; work in the library; remote instruction)
            2. Equipment and supplies
                a. Paper, duplication: i.e. 6500 copies of everything
                b. Media for programs; hardware; dedicated equipment
                c. CAI Equipment, time on computer

e. Budget
1. Personnel
2. Collection
3. Operating Budget

2. Current situation; is any instruction being done; duplication of efforts, handouts, etc.

C. Analysis
1. The data gathered from external and internal assessment should generate a profile of the information needs of the community and the institution's ability to meet them
2. This profile is first step in program; keep administrators informed at every step

IV. Outline for Blackboard

A. External

1. Society
2. Community
3. Institution (company, system, university, school)
4. Users (Faculty, Students, Employee, Public)

B. Internal (Library)

1. Resources

a. Staff
b. Collection
c. Facilities and Equipment
d. Budget

2. Current state of each

C. Methods of Gathering Data

1. Literature Search

a. Local and institutional sources
1) Archives
2) College catalogs
3) Statistics
4) Invisible college

b. Published sources

2. Surveys

3. Observation: Interviews

4. Testing

Class Outline
June 18, 1985
Third Class Meeting

Announcements

1. Term Project - go over
2. Choice of scenarios (or own): Thursday in class turn in choice
3. Questions
4. ACRL BIS Presentation - Thursday

Goals and Objectives

I. Field of education/psychology

   A. BF Skinner (1968) Behavioral
   B. Objectives - statements that describe an instructional outcome rather than a process or procedures (describes results)
   C. Field of Management (MBO)

II. Why goals and objectives?

   A. For librarians:

      1. Aids in selection and structuring of content
      2. Focuses material
      3. Training others (continuity)
      4. Justification to administrators
      5. Natural framework for evaluation
      6. Transfer to other situations
      7. Validation of program and bi to other librarians

   B. For learners:

      1. Gives direction
      2. Increases motivation because learner aware of expectations
      3. Focuses study time
      4. Allows learner to evaluate progress

   C. For lib and learner

      1. On same wave length as to content
      2. On same wave length as to expectations

   D. Obj must be written before content selected.

III. Session on Writing Objectives (Go over obj for session)

   A. Three types of objectives (G/T/E or B)
      Ask for definitions

   B. Enabling Objectives:

      Four elements
      1. Actor/Learner
      2. Observable Behavior (Performance)
      3. Situation Statement (Conditions)
      4. Criterion Statement (Accept. Behavior: Speed, Accuracy, Quality)

C. Pitfalls of Writing Objectives

1. False performance

   a. have an understanding of lib science
   b. Demonstrate a compreh. of Dewey Decimal

2. False Givens (describes something other than what the learner will have

   a. Given adequate practice in...
   b. Given that the student has worked at ref desk

3. Jibberish-Verbiage

4. Instructor Performance

   a. Keep the learner the subject

5. False Criteria

6. Weak Verbs

D. After groups report on their individual exercises, discuss how you tell you have developed good objectives? Five ways:

1. Do the obj. indicate learning outcomes that are appropriate?
2. Do the obj. represent all logical learning outcomes? comprehensiveness and representativesness of the list of of objectives
3. Are the obj. attainable by these particular students/users? needs assessment will help with this; background, previous experience
4. Are the obj. in harmony with the philosophy of the institution/ library?
5. Are the obj. in harmony with basic principles of learning? Readiness of student (is student capable of attaining these particular outcomes

   Motivation (is learner concerned with these, needs assessment once again will help this)

   Retention; do obj. reflect outcomes which tend to be retained

   Transfer Value; do obj. reflect learning outcomes which are applicable to other situations.

E. The best goals and objectives

1. are written
2. are to the point
3. communicate intend
4. are measurable

F. Presentation next session by Lori Arp on objectives

1. Arp presently the chair of the ACRL BIS Taskforce to revise model statement of goals and objectives.

LIS 450 AC
Class Outline
June 20, 1985
FOURTH CLASS MEETING

I. Announcements

A. Pass around sheet for scenario signup
B. Structure today: 1st hr/Learning Theories and impact on BI;
2nd - Lori : Taskforce on Objectives

Learning Theories and Impact on BI

I. Learning - What is it?

A. Standard definition: L is relatively permanent change in a person's knowledge or behavior due to experience

1. Duration of change long-term
2. The change is in the content and structure of knowledge in memory or the behavior of the learner
3. The cause of the exchange is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition, or physiological intervention.

B. Learning process consists of three parts:

1. Acquisition
2. Assimilation
3. Consolidation

C. Two Schools of Thought: Behaviorist and Cognitive
response proceeds / stimulus proceeds
stimulus operant / response classical

1. Behaviorist (Skinner, Pavlov)

a. All knowledge is derived from sensory experience
(Reductionism) b. All knowledge/ideas can be broken down into simpler basic units
c. Ideas formed by assoc. of experiences occuring closely together
d. The mind is a blank slate on which new experiences recorded

2. Cognitive

a. Assumes presense of mind responsible for learning (innate structure and organiz. properties)
b. Holistic - Whole is greater than sum of parts
c. Mind endowed w/ a structure - called a cognitive structure (inborn capabilities and limitations)
d. Cognitives maintain learning is best facilitated when learner has an understanding of task to be learned (helps w/ transfer)
e. Cognitivists believe learning influenced by

1. What and how well learner already knows
2. If learning related to learner's existing knowledge

f. Cognitivists suggest that learning can be enhanced

1. General to specific ideas
2. Connections between old and new material drawn
3. Logical sequence
4. Introduced to new material only after mastering previous

D. Impact on BI

1. Behaviorial
   A. Objectives
   B. Work books
   C. Objective tests
   D. Specific institution

2. Cognitive
   A. Systematic Lit. Searching
   B. Conceptual Frameworks
   C. Question Analysis
   D. Learning Cycle
   E. Hierarchical Structure of Information

3. To date, bi focused on behavioral. Why?

   a. Easier to teach?
   b. Easier to measure?
   c. Way we were taught in ref. courses
   d. Teach what we know - concrete; inability to abstract
   e. Misunderstanding in one field; structure of information; articulation of research process

II. What factors to take in consideration about how people learn

A. Heterogeneous
   1. Cultural differences in learning styles
   2. Language differences
   3. Intelligence levels

B. Cognitive Development
   1. Prior knowledge (schemata theory)
   2. Age

C. Learning Environment/Physical; Psychological Impact
   1. Hostile
   2. Friendly

D. Mode of instruction
   1. Print
   2. Lecture
   3. Visuals
   4. Hands-on/Observation
   5. Provide as many types appropriate or possible

E. Time of Instruction (Time of need)
   1. Motivation
   2. Mastery of previous mats
   3. Point of use, course integrated, course-related

VI. What do we teach Behaviorist: Objectives; workbooks (self paced-observable change)

A. Tool or institution specific information
   1. Basic component of lib. instruction-tours--institutional specifics (won't transfer to other libraries); procedures at a certain library; how to read a card catalog card (does not transfer); Serial Record (unique to UIUC): lists of tools in research guides (OED, Essay and Gen. Literature Index); changing nature of tool specific

B. Conceptural frameworks: framework of general principles of library science
   1. Advance organizers: schemata theory
   2. Reasons for teaching conceptual frameworks:
      a. Learner can generalize
      b. Worth knowing; can be used later
      c. Easier to remember; transferability
      d. Organizing principle for instruction

C. Kobelski and Reichel: Seven conceptual frameworks:
   1. Type of reference tool (studying Lit of Field)
   2. Systematic literature searching
   3. Form of publication (Nature and access tools)
   4. Primary/secondary sources
   5. Publication Sequence (Good for structure of indexes)
   6. Citation Patterns (Illustrates nature of research)
   7. Index structures

   Have class suggest situations when these could be used?
   other conceptual frameworks

Primary purpose of using frameworks is to use the fundamental principles of librarianship and bibliographic organization in a manner which clarifies and simplifies the material and yet intrigues students.

D. Oberman: Question analysis through learning cycle. (cognitive process); leads to transference
   1. Recognition of research problem
   2. Scope of topic: geography, time period, interest groups; implications (i.e. economic, psychological, etc.)
   3. Fields of study must be identified
   4. Reformulation of the research problem
   5. Failure to reason abstractly prevents concept transference
   6. Oberman suggests the learning cycle
      a. Exploration (Acquisition)
      b. Invention (Assimilation)
      c. Application (Consolidation)

E. Arp/Wilson
   1. Research strategy (cognitibe process) which recognizes the hierarchical structure of information ; organizing principle of information and libraries)
   2. Hierarchical structure allows for a conceptual framework

3. Three questions:
   a. Subject
   b. Kind of information
   c. Timeframe involved
4. Allows for manipulation; transferable to any time or place; automation included.

VIII. Summary

A. Role for behavioral and cognitive in bi; sophistication of bi: tool and inst. specific to conceptual frameworks
B. Dissention on what conceptual frameworks to use; no concensus; structure of information is what we have to offer.
C. Different learning styles; times; needs

June 25, 1985
LIS 450 AC
FIFTH CLASS MEETING

I. Announcements

A. ALA Preview Party
B. Thursday: 289 Undergrad. Library
C. Sample Scenarios on Reserve
D. Todays Objectives:

1. Finish up Thursday's lecture
2. Modes of Instruction: Components, Instructional formats
3. Midterm Essay

II. Learning

A. Behavioral
B. Cognitive
C. Factors

1. Heterogeneous
2. Cognitive Development
3. Learning Environment
4. Mode
5. Time of Instruction

D. What do we teach (see June 20th outline)

1. Tool or Info-Specific
2. Conceptual Frameworks (7)
3. Question analysis
4. Arp/Wilson

III. Modes of Instruction

A. Credit courses

B. Course-related

C. Course-integrated

D. Point of Use (print or non-print)

E. Programmed Instruction (workbook, CAI)

F. Seminars

G. One-to-one (i.e. Term paper clinics, reference services)

IV. Components

A. Tours

B. Lecture (one-hour stand)

C. Lecture/discussion

D. Hands-on (usually held in library)

V. Instructional Formats (one size doesn't fit all)

A. Printed Materials
   1. General guides
   2. Subject guides
   3. Path finders
   4. Bibliographies
   5. Maps
   6. Research Guides

B. Non-print materials (a-v)
   1. Transparancies
   2. Slide-tape
   3. Audio tapes
   4. Videotapes/videocassettes/videodiscs

C. Computers (software)
   1. Plato lessons
   2. PC software

PROS	CONS
Formal Course	
permits detailed discussion of tools, strategy, library, etc	limited audience
evaluation easily incorporated	time consuming
can be tailored to needs	required classroom/scheduling
team teaching possible	curriculum approval
librarian visible in acad. comm.	involves significant admin. support (political and financial)
level of sophistication easily adjusted	arbitrary assignments (should b.i. be incorporated throughout curr)
allows more than 1 or 2 hours	most are elective (small percentage reached)
	too patterned after lib. science courses
Course-Related	
can be given when needed	need faculty cooperation
flexible after initial preparation	evaluation may depend on teaching faculty
correlated to student's needs	not always relevent to student's needs
builds strong relationship with course instructor	
wider audience than credit course	
Course-Integrated	
given at student's time of need	time consuming to initiate
relevent to needs	constant communication
part of requirement	syllabus changes may acutely affect the library
student work directly related to course work	
required product	
shows student how info skills are part of educational effort	
know assignments--can be prepared (i.e. acquisitions, etc.)	
Point of Use	
available when and where needed	difficult to be detailed and concise
reach wide audience	updating constant
can be re-read/repeated as often as needed	do not teach strategies or concepts
saves staff time after initial development	difficult to evaluate
commercially available	no personal contact
helpful to patrons who won't or don't ask for help	av--some people intimidated
don't need bureaucratic approval	used in conjunction w/other forms
Programmed Instruction	
own pace and convenience	user must be motivated
immediate reinforcement	must be updated
wide audience	tools containing answers will have undue demand (added copy)
can teach strategy or specific tool	

can involve unique sets of questions
commercially available
evaluation built in
incremental
supplements one to one

time consuming to prepare
for CAI: expensive
down time
programming
concepts?
no human present

Seminars (single lecture)

can be given when needed
personal interaction

initial preparation requires time
feedback to students hard

One-to-One (Term Paper Clinics, Reference)

individualized
personal contact
instant feedback
no special equipment

most time consuming of all
limited audience
user may not ask for help
not cost effective
burn-out

Components

1. Tours

orientation
wide audience
excellent pr
personal contact
usually voluntary
1st impression

hard to instruct
disruptions - library patrons complain
fatigue
student cattledrives

2. Lecture (one-hour stand)

3. Lecture/discussion

involves student
feedback
can reinforce ideas

developing repoire in short time
demands discussion skills

4. Hands-On

good way to learn process
concrete to abstract
evaluation easy

supervision
direction necessary
demands individual instruction

LECTURE OUTLINE
LIS 450 AC
June 27, 1985

SIXTH CLASS MEETING

This class period was deemed a curricular fair. Students viewed numerous videotapes, slide-tape presentation, and listened to audio tours. Additionally, students examined a myriad of print instructional materials including brochure, research guides, worksheets, self-guided tours, etc. Students discussed the instructional advantages and disadvantages of each format.

BEST COPY AVAILABLE

CLASS OUTLINE
LIS 450 AC
Seventh Class Meeting

July 2, 1985

I. Announcements
    A. Scenarios
    B. Collect Midterm Essays
    C. Todays Agenda
        1. Finish discussion of curricular materials
        2. Begin Administration and Management of BI

II. Finish curricular materials (go to June 25th outline)

Administration and Management of Instruction

III. Organization of institution
    A. University or college setting
        1. Board of Trustees
        2. University administration
            a. President/chancellor
            b. Vice chancellor/presidents
            c. Schools/colleges (Deans)
            d. Departments (Heads, chairs)
        3. Teaching Faculty
            a. Full professors
            b. Associate professors
            c. Assistant professors
            d. Instructors
            e. Teaching assistants
        4. Library Administration
            a. Director/Dean
            b. Faculty status ?
            c. Departmental heads
        5. Peers--librarians
        6. Support staff
        7. Students
            a. Graduate
            b. Undergraduate
    B. Schools
        1. The Public/ taxpayers
        2. School board
        3. Administration
            a. Superintendent
            b. Assistant Superintendent
            c. Principal
        4. Curriculum Committee
        5. Department heads
        6. Teachers/librarian
        7. Aids
        8. Students
    C. Public libraries
        1. Library Board
        2. Library Director
        3. Department heads
        4. Librarians (peers)
        5. Clientel

D. Special Libraries
    1. Director or president of firm
    2. Direct supervisor
    3. Librarians (peers)
    4. Users (professionals)
E. Examination of institutional structure
    1. Who makes priorities and decisions ?
    2. Who makes staffing decisions ?
    3. Who determines budgets ?
    4. Who controls curriculum decisions or programs ?

IV. Organization of Bibliographic Instruction Responsibility
A. Separate Department
    1. Unusual
    2. Concentration possible on work
    3. Visibility
    4. However, not holistic
    5. Isolated
B. Reference Unit responsible
    1. Variety of work
    2. Needs assessment easier
    3. Overwork; confusion of priorities
    4. Possibly wide support
C. Subject specialists responsible
    1. Natural extension of subject expertise
    2. Job satisfaction increases
    3. May be lacking in teaching experience
D. Technical service staff
E. Media staff: Learning Center
F. System-wide coordinator
    1. Oversees and coordinates
    2. Serves as administrative contact

CLASS OUTLINE
LIS 450 AC
July 11, 1985

EIGHTH CLASS MEETING

I. Announcements
    A. Memos due next Thursday (7/18)
    B. Midterm Results (15% of grade)
        1. Pleased with results
        2. Almost all full-filled requirements
        3. What I looked for:
            a. Logical development
            b. Conceptual frameworks (Kobelski, Reichel, Smalley, Tuckett, Stoffle)
            c. Evaluation of information (Oberman, Frick)
            d. Structure of information (Frick, Wilson/Arp, McInnis)
            e. Cognitive (Oberman, Wilson/Arp, Tuckett, Stoffle)
            f. Transferrance of knowledge
        4. Grade breakdown (16 essays)
            a. 2 A
            b. 7 A-
            c. 3 B+
            d. 4 B
    C. Continue with administration and management of library instruction for first hour
    D. Presentation on presentations second hour
II. Staffing for instruction programs
    A. Existing staff
    B. Recruitment of new staff
    C. Volunteer staff (from technical services ?)
    D. Issues involved in staffing
        1. Education and training
            a. Most librarians have no training
            b. Continuing education
            c. On-site training
        2. Impact on support staff
            a. Clerical work increases
            b. Redirection of priorities
            c. Automation
III. Budget
    A. Important to get a budget
        1. Budget line
        2. Avoid soft money
        3. Integrate bi into operating budget
    B. Outside funding
        1. Matching funds
        2. Grants
        3. Pitfalls of soft money
    C. Convincing those who control budget that bi is important
        1. Through accountability/statistics
        2. Through notoreity
        3. Through grants, awards, pr
        4. Through letters of support

IV. Documentation (the important paper trail)
    A. Function
        1. Accountability
        2. Communication
        3. Continuity
        4. History
    B. Forms
        1. Annual reports
        2. Memos
        3. Summary statistical reports
V. Accountability and support
    A. Evaluation (will discuss in two weeks)
    B. Support needed
        1. Students
        2. Teaching faculty
        3. Administration, Library
        4. University administration
VI. Examples of Administrative Set-ups of BI Programs
    A. Monteith
        1. Decline of administrative support
        2. Program lasted 1-2 years
    B. Sangamon State
        1. First president committed to teaching library
        2. Library focus of campus
        3. Librarians as teachers
        4. New president who wasn't committed; demise
    C. University of Wisconsin--Parkside
        1. Chancellor introduced program during curriculum review
        2. Librarians involved in campus-wide planning
        3. Program enjoyed grassroots growth
        4. Course-integrated
        5. Even though founding personalities no longer there (Stoffle, Boisse), program flourishes
    D. Earlham, Richmond, Indiana
        1. Grassroots
        2. Librarian-faculty partnership
        3. Course-integrated
        4. When vital personnel left (Kirk), program still flourishes
    E. University of Michigan
        1. Small program
        2. Graduate level
        3. Dependant on three personalities
        4. When three personalities left, program disappeared

PRESENTATION ON PRESENTATIONS
Priscilla Visek
Educational Specialist
Office of Instruational Resources

I. Lecture Mode
    A. Formal lectures
        1. Teacher centered
        2. Impersonal
        3. Large Audience
        4. Structured

5. Rehearsed
6. Natural Conversational

B. Informal lectures
1. Teacher-based
2. Interactive

C. Advantages
1. Efficient for large numbers
2. Dissemination of not readily available material
3. Instructor in control
4. Can be inspiring
5. Supplements readings/labs
6. Accomodates certain learning styles
7. Can be learned, rehearsed and perfected

D. Disadvantages
1. Instructor must do all preparation
2. Requires a multitude of skills
3. Inappropriate for complex skill learning
4. Fosters student passiveness
5. Difficult to assess student progress
6. Doesn't accomodate all learning styles
7. Minimal learning in all areas

II. General plan for lectures
1. Plan
2. Link presentations in some way
3. Work from general to specifics
4. Instructional objectives

III. Lecture structure

A. Introduction
1. Write out
2. Establishes common ground
3. Captures attention
4. Outlines what is to be covered
5. Relate coverage to entire course
6. Leads into lesson

B. Body
1. Intellectual content

C. Closure
1. Summary
a. Don't introduce any new ideas here
b. Can put on teaser
2. Motivates
3. A closure (this is the end)

IV. Physical aspects of presentation

A. Posture: wear comfortable shoes; women tend to rock on high heels

B. Note bothersome mannerisms

C. Gesture: make big gesture; people tend to gesture from elbows out

D. Eye contac

E. Coordinate gestures with content

F. Voice
1. Pitch; most of us use higher pitch than is pleasant
2. Pattern of speech
3. Men tend to be less expressive but lower pitch
4. Women are more expressive but higher pitch
5. Watch voice mannerisms (ok, uh huh)

V. Building enthusiasm for presenting

A. Brisk walk

B. Talk out loud
C. Deep breaths

VI. If you are too excited or nervous
A. Warm bath or shower
B. Slow walk with a friend
C. Sing
D. Laugh
E. Deep breeths
VII. You control:
A. Presenter
B. Audience
C. Content

LECTURE OUTLINE
LIS 450 AC
July 16, 1985

NINTH CLASS MEETING

I. Announcements
- A. Memos due Thursday
- B. Guest Practitioners Thursday
- C. July 23 and 25 Student Presentations
  1. Presentations will be 10 minutes
  2. Presentations will be videotaped
- D. Schedule for viewing videotapes
- E. Sign-up for presentations
- F. Memos will be in student boxes by Friday
- G. Guest visiting today from Lyon, France
  1. Arlette Tappaz
- H. Todays's agenda
  1. Evaluation of bibliographic instruction
  2. David King, authority on bi evaluation

EVALUATION OF BIBLIOGRAPHIC
INSTRUCTION PROGRAMS

I. Principles of evaluation
    A. What is evaluation?
        1. Informal evaluation
        2. Formal evaluation
    B. Why evaluate?
        1. Research
        2. Accountability
        3. Decisionmaking
    C. Types of evaluation
        1. Formative evaluation
        2. Summative evaluation
    D. Objects of evaluation
        1. Program elements
            a. Instructional methods
            b. Educational materials
            c. Clientele
            d. Teaching
        2. Program as a whole
    E. Approaches to evaluation
        1. The "planning" approach
            a. Effectiveness
            b. Efficiency
        2. The "open systems" approach
            a. Worth
            b. Merit
    F. Goals and objectives in evaluation
        1. Measuring intended results
            a. Cognitive
            b. Affective
        2. Setting standards and criteria
    G. Beyond goals and objectives
        1. Limits of goals and objectives
        2. "True evaluation" vs "quasi-evaluation"
II. Methods and tools
    A. Testing
        1. "Pencil and paper" tests
        2. Performance testing
    B. Questionnaires
        1. Written
        2. Interview
    C. Product analysis
        1. Biblioanalysis
        2. Achievement
    D. Use and user studies
        1. Obtrusive
        2. Unobtrusive
III. Research designs
    A. Non-experimental design
    B. Quasi-experimental designs
    C. Experimental designs
IV. Using evaluation
    A. Planning for evaluation
    B. Applying the results

University of Illinois at Urbana-Champaign

UNIVERSITY LIBRARY

Urbana, Illinois 61801

To: Leslie Edmonds, David King, Lori Arp, Jane Pinkston, and Pat Harper
From: Betsy Wilson
Date: July 11, 1985

Re: Presentations for Library and Information Science 450AC

Thank you for agreeing to speak to my class "Library Use Instruction" on Thursday, July 18 from 8-10 a.m. in room 305 of Gregory Hall. I appreciate you taking the timeto share your instruction experience with the students.

I have gathered five practitioners to talk to the class. Pat and Jane will do a joint presentation, so there are four distinct components to the panel. Each component will be allotted twenty minutes with five minutes following each talk for questions. The proposed order of presenters is:

1. Leslie Edmonds (Youth and bibliographic instruction)

2. Pat Harper and Jane Pinkston (Public library instruction)

3. Lori Arp (Academic libraries and instruction)

4. David King (Instruction for professionals)

There are 19 students in the class. I have enclosed a survey of the class, so you will have some feel for your audience. I have also enclosed the syllabus and scenarios for the term project so you will be better able to gauge your presentation to the class' interests.

If you have any questions, please call me at 333-1031. I look forward to an inspiring two hours. Thank you.

University of Illinois
at Urbana-Champaign

UNIVERSITY LIBRARY
Undergraduate Library 217 333-1031
Undergraduate Library Building
1402 West Gregory Drive
Urbana
Illinois 61801

LIS 450 AC
PRESENTATION SCHEDULE

Betsy Wilson Summer 1985

Presentations on Tuesday, July 23, 1985

1. Mark Baker (Reader's Guide in the Corn-Field)
2. Susan Pellant (Music for the Community)
3. Tony Stukel (#5: High Tech Access)
4. Kuo-ping Hsiegh (#10: Gearing up for Graduates)
5. Faith Fleming (#6: The Collegiate Model Modified)
6. Kris Szymborski (#6: The Collegiate Model)

Presentations on Thursday, July 25, 1985

1. James Johnson (#5: High Tech Access)
2. Cheryl Boettcher (Taking Care of Business)
3. Yoshiko Ishii (#7: Internationalizing the Library)
4. Charlene Schults (#2: Going Online Modified)
5. James Ying-fung Loh (#7: Internationalizing the Library)
6. Kwasi Sarkodie-Mensah (#7: Internationalizing the Library)
7. Valerie Jester (#3: Pathological Instruction)
8. Leslie Croce (#8: High School Hordes)

Lecture Outline
LIS 450 AC
July 30, 1985
CLASS MEETING THIRTEEN

I. Announcements

A. Comments on Presentations
B. Term Projects Due
C. Agenda today
   1. Educ. for BI
   2. Wrap-Up Session
   3. Evaluation of course

II. Education for Bibliographic Instruction

A. Dilemma of how to prepare librarians and students for job requirements. (analogous to automation)
   1. Library schools have responded:
      a. Mini courses
      b. Full courses
      c. Under ref courses
      d. Integrated into courses
      e. No attention

B. But courses, etc. have been long in coming

C. Demands of practioners - early 70's
   1. 1st seen in continuing educ programs
      a. 1967 ALA - Instruction in Use of Libraries
      b. 1971 ACRL Ad Hoc on BI
      c. 1972 LOEX Founded
      d. 1977 BIS (Full Section)
         1. Educ. for BI
         2. Pre Conferences/Special Course
      e. 1975: Regional BI Conferences
      f. By 1970 20 Clearinghouses
   2. Continuing Education: by practitioners for practioners
      a. Programs
      b. Conferences
      c. Clearinghouse Workshops
   3. Late 70's - Lib Schools began offering workshops
   4. Earlham College (1979+) Conference

D. Continuing education not Enough
   1. Practitioners began expecting lib schools to prepare students: when they weren't
      a. In-house training
      b. Lib Schools reluctant to teach (column 1976)
         1. a fad, a trend?
         2. even if important, how to train; what to give up
         3. no instructors availabe - deans perceive no interest

E. Problems with Continuing Education
   1. If it isn't important enough for Lib School, not important?
   2. Quality of educ. - inconsistent
   3. No continuity / guidelines
   4. Time of need

F. Think Tank - 1981: Read Quote
   1. BIS Educ for BI
      a. ALISE program
      b. Syllabi Project - LOEX
      c. Proficiencies
      d. Member from ALISE on BIS committee
   2. Dissemination of Research Areas

G. Present State
   1. Courses taught by practitioners
   2. When practitioners get PhD's and move to teaching; or PhD students in BI
   3. Since BI in experimental period/5 years
   4. Practioner/independent study option
   5. As the theory, literature grows, so will # of courses and emphasis// same as reference courses

H. My personal Recommendations:
   1. See article

III. Class Wrap-up

A. Summary of Content
   1. Needs assessment - ongoing, dynamic
   2. Goals and objectives
   3. Learning styles
   4. Information, dissemination, storage, retrieval and impact for patrons and learners
   5. Instructional and curricular design
   6. Management of BI:
      Personnel
      Decision-making
      Budgets
      Documentation and Accountability
   7. Presentation Techniques
   8. Evaluation Techniques

B. Simulation of Field Work:
   1. Editorial Response
   2. Memo to Adminstration
   3. Presentation/Videotaping
   4. Term Project-Scenarios
   5. Special Presentations

C. Course objectives
   1. Appreciate role and impact of bi
   2. Distinguish different bi modes
   3. Design, implement and evaluate
   4. Identify approp. literature and recognize relevant professional organizations.

D. Advice for your future in BI:
   1. Don't underestimate your ability to do research (publ. and invisible college)
   2. Long process-patience; change slow
   3. [Pilot projects] Skills and understanding will improve
   4. Personality important
   5. Communication constant
   6. You've met several persons involved in bi - don't be afraid to call them; seek out your colleagues
   7. I expect to see publications!
   8. Never stop attending conferences, workshops. Now continuing education important!!

E. Grade Updates
   1. Pass out sheets
   2. Term Projects
   3. Send around sheet for mailing addresses

IV. ICES EVALUATION (Course Evaluation)

1. Instructions
2. Volunteers to collect

UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana-Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Summer 1985

NEEDS ASSESSMENT SURVEY

Student's Name: _____

1. Why did you enroll in this course?

2. What is your definition of bibliographic instruction (library use instruction)?

3. Do you have any previous experience in bibliographic instruction?

4. Do you have any experience with reference work? (i.e., coursework, staffing a reference or information desk)

5. Have you ever taught? (not necessarily library theory/skills)

6. What is your academic preparation? (i.e., undergraduate concentration, graduate study, etc.)

7. What type of job are you looking for after you graduate from GSLIS?

8. What do you expect to learn from this class?

UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana-Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Summer 1985

Scenarios for Term Project

Choose one of the scenarios presented below and develop your term project based on the information in the scenario. You may choose to work individually or consult with other students who have chosen the same scenario, but each student must submit his or her individual term project on July 30. For a suggested outline of what to include in your term project, please refer to the attached term project guidelines.

Scenarios

1. Special Options
2. Going On-Line
3. Pathological Instruction
4. Laboratory for the Gifted
5. High Tech Access
6. The Collegiate Model
7. Internationalizing the Library
8. High School Hoards
9. Playing the Stock Market
10. Gearing up for Graduates

Scenario 1: Special Options

Description of the Environment:

A. Institutional Setting: Large state-supported university; emphasis on research; programs particularly strong in engineering, physics, business, agriculture, and sport sciences.
B. Library facilities and personnel: Third largest academic library in USA; 6.5 million volumes; 93,913 serial subscriptions; decentralized library system with over 37 departmental libraries; automated circulation system; 120 librarians; 400 support staff; librarians have faculty status.
C. Student Population: 35,152 students (total); 26,597 undergraduates; selective admission (average ACT is 27.5, national average is 18); 4% undergrads are minorities; 1% of students are foreign nationals.
D. Faculty: 2,796 faculty members; 75% have doctorates; emphasis on research and publication; graduate assistants teach some undergraduate courses.

Directive:

You are working as one of five assistant librarians in the undergraduate library (200,000 volumes) and have been asked by your supervisor (the head of the undergraduate library) to develop an instruction program for Special Option students. Special Option students have been specially admitted into the university based on their "contribution to the cultural diversity of the institution." The average ACT is 18. Most are on athletic scholarships and have demanding school and practice schedules. About 1/3 are transfer students from junior colleges while the remainder are freshmen. All are considered to be basic or developmental writers. You are to work with students enrolled in a two semester English composition sequence; during the second semester the students complete a research paper. There are four sections with 12 to 15 students in each class.

You will be coordinating your plans with the director of Special Options, a member of the English faculty. He may need a bit of convincing as to the value of library instruction, but he's open to new ideas. The head of the undergraduate library has given you no personnel to help you implement the program, but may be talked into allowing a graduate assistant to help you if you can justify it.

Address your memo to the head of the undergraduate library.

Scenario 2: Going On-Line

Description of the Environment:

A. Institutional Setting: Medium-sized private university; emphasis on research as well as undergraduate education; programs particularly strong in economics, psychology, journalism, languages, theater, music, astronomy, and anthropology.
B. Library facilities and personnel: 2.8 million volumes; 31,375 serial subscriptions; one main library with three branch libraries (tech, music, art); on-line catalog and automated circulation system; 40 librarians and 100 support staff; librarians do not have faculty status.
C. Student Population: 15,261 (total); 6,824 undergraduates; average composite ACT 1200 (national average 800); 8% of undergrads are minorities; 1% are foreign nationals; very competitive admissions.
D. Faculty: 1,704 faculty; 90% have doctorates; graduate assistants teach a few undergraduate courses.

Directive:

You are one of eight librarians in the reference department. The head of the department has asked you to develop a comprehensive user education program which orients and instructs students and faculty in the new on-line catalog. In addition to patron instruction, he has asked you to outline a promotional campaign to announce the on-line catalog which will contain bibliographic records for all items cataloged since 1974. The paper card catalog will not be added to from this point forward. Your supervisor warns you that many of the senior faculty members are vehemently opposed to the on-line catalog. Although you are to involve the other reference librarians in the implementation of the program, you may also involve the four para-professionals who are employed in the refer-

ence department in carrying out the program. Two of the other reference librarians are very uncomfortable talking in front of large groups.

Address your memo to the head of the reference department.

Scenario 3: Pathological Instruction

Description of the Environment:

A. Institutional Setting: Medical college in the context of a large state-supported university. Comprised of six semi-autonomous schools of medicine, each of which offers a particular type of curriculum. Emphasis on research, graduate-level teaching and patient care.
B. Library Facilities and Personnel: Large medical library; 450,000 volumes and 6,000 serial titles; 6,000 on-line searches annually; library also functions as the regional medical library serving a ten-state region; 35 librarians; 95 support staff; librarians have faculty status.
C. Student Population: Primary: 5,000 (total) of which 2,500 are graduate or professional students. The undergraduates are upperclassmen, already specializing in a health care field. Secondary: 35,000 from throughout the ten state region who have access to the library and its services.
D. Faculty Population: Primary: 3,000 faculty involved in research, teaching and patient care. Many have private practices, are on hospital staffs or members of clinics in addition to teaching at the school. Secondary: 100,000 faculty and health care professionals involved in research, teaching and patient care throughout the ten-state region. Some are affiliated with area hospitals, veteran hospitals, national health organizations, the state department of health, racing boards, or allied professions.

Directive:

You are the coordinator for user education in the College of Medicine Library. You are also one of six librarians in the reference department. You are responsible for the overall planning, implementation, and evaluation of orientation and instruction programs. Each reference librarian is responsible for instruction liaison with several of the 26 departments in the college (i.e. nursing science, pharmacy, pathology, surgery, etc.), but you are ultimately responsible for all instruction programs.

Your supervisor, the head of the reference department, wants you to develop a model outreach/orientation program for the Department of Pathology which will be used to design programs for other departments. You are to direct your efforts toward the teaching faculty and the staff involved in patient care. Your supervisor is particularly interested in improving relations with the department, accessing their research and professional needs, and marketing on-line search services. Your past experience with this particular group has made you well aware of their heavy patient care and research demands as well as their need for very current, abstracted, and precise information.

Address your memo to head of reference department.

Scenario 4: Laboratory for the Gifted

Description of the Environment:

A. Institutional Setting: Combined junior and senior high school (grades 7 through 12); school funded and administered by the College of Education at a large state-supported university; school functions as an educational laboratory for the university.
B. Library facilities and personnel: school library is part of large university library system; 25,000 volumes; 50 magazine subscriptions on microfilm; students have borrowing privileges at the university libraries; one librarian, 1/2 time graduate assistant, and one support staff member.
C. Student Population: 210 total (35 in each class); highly competitive admissions; 35% of graduating seniors are National Merit Semi-Finalists; 99.9% go to college; majority of the students are considered academically gifted.
D. Faculty Population: 25; 50% are Ph.D. students in the College of Education; emphasis on testing new and innovative teaching and educational techniques.

Directive:

You are the only librarian in the school library and have been in the position for a little over six months. You feel very strongly that library and research skills should be part of every student's general education. In fact, you have always considered yourself a teacher-librarian. Unfortunately, your predecessor did not share your philosophies, so there is no existing instruction program. You are set on developing and implementing a course-integrated instruction program for grades 7 through 12.

You are a member of the curriculum committee so are well acquainted with the educational aims of the school as well as its course structure. All students take English composition and literature courses each year as well as core courses in the pure and applied sciences and social sciences.

You are concerned that frequent teacher turn-over may cause some continuity problems when you implement your plan. Incidentally, many of the teachers have one semester appointments as part of their student training in the College of Education. You are also fearful that the students are more computer literate than you are. Many have personal computers at home and are enthralled by their capabilities.

You have always prided yourself on your high energy level--you'll need all the energy you can garner.

Address your memo to members of the curriculum committee.

Scenario 5: High Tech Access

Description of the Environment:

A. Institutional Setting: large multi-national corporation headquarters; major product line is computers, particularly personal computers; developing software also; rapid growth company in volatile market; corporation management rewards innovation and creative thinking; promotion from within; the headquarter complex includes five separate buildings (engineering, assembly, service and quality control, marketing, and management) located in a park setting.

B. Library facilities and personnel: Corporate library located in the building housing the management staff. 100 reference volumes; 150 technical and management journals; 1,000 plus in-house technical reports; 10,000 drawings and blueprints; large microfiche collection of government regulations and engineering standards; on-line searching capabilities; same day document delivery service contracted through a large university library located twenty miles away; two librarians and two support staff; library staff reports to the director of research and development.
C. User population: 4,500 employees located at the corporate headquarters; heavy users of the library's services are the 300 engineers and computer scientists on staff; the engineers and computer scientists often need instant answers, immediate on-line searches, and documents on demand.
D. Faculty population: not applicable.

Directive:

You are the assistant librarian in the corporate library. One of your main responsibilities is conducting the 300 annual on-line database searches for the research and development division of the engineering department which is comprised of over 100 engineers and computer scientists. Hoping to provide better service to the department (and maybe be rewarded for your creativity) you think that the engineers and computer scientists would be better served if they did their own on-line searching. After all, there are plenty of terminals distributed throughout the buildings. If you need any more, you could simply pull one off of the assembly line. Money is no object as long as the money spent saves time and improves the company's product.

The head of the library is dubious about your idea to train the engineers in on-line searching. She is fearful of losing her job because there will be nothing for her to do. You feel her fears are unfounded but must be sensitive to her insecurities. You feel that training employees in end user searching will free up the librarians to expand information services.

Address your memo to the head of the library.

Scenario 6: The Collegiate Model

Description of the Environment:

A. Institutional Setting: Small private liberal arts college located in community of 40,000; emphasis is on undergraduate education and teaching; programs particularly strong in biology, political science, and psychology; strong tradition of librarian/teaching faculty cooperation.
B. Library facilities and personnel: 263,000 volumes; 1,500 serial subscriptions; heavy use of interlibrary loan services; 8 librarians; 15 support staff members; librarians have faculty status.
C. Student population: 1,118 students; all are undergraduates. 86% of students ranked in the top 1/2 of their high school graduating classes; 95% of students are from in-state; 25% of graduating seniors continue on to graduate school; 8% are minorities; 2% are foreign nationals.
D. Faculty population: 95 faculty; graduate assistants do not teach classes as their are no graduate students; faculty receive tenure based on teaching.

Directive:

You have been newly hired as a reference and instruction librarian. There is already a strong orientation program in place for all incoming freshmen enrolled in English composition courses requiring a research paper. You have been hired partly because of your undergraduate degree in the hard sciences. The director of the library would like to expand the instruction program to include upper level undergraduates, particularly those enrolled in subject-specific research classes. Given the fact that the instruction program already operating does an excellent job of introducing students to the library and its services, a general search strategy, and the processes necessary to do research at the college library, you are to develop a program which will introduce biology majors to the idiosyncracies of doing research in the field of biology, the information structure in the sciences, scientific communication, reference tools specific to the field, as well as on-line data bases. Each biology major must take a junior and senior level seminar in biology. Your library director wants the subject-specific instruction to be integrated into existing biology courses and eventually a required part of all upper level courses. There are 35 biology majors in each class. The biology faculty is receptive to the idea of library instruction, but associates it with English composition courses. In fact, the faculty is much more comfortable in the lab than in the library. Your director is available for consultation; she is sorry, but due to staff shortages, you will not be able to involve any of your colleagues in the library to implement the program.

Address your memo to the director of the library.

Scenario 7: Internationalizing the Library

Description of the Environment:

A. Institutional Setting: Large state-supported university; emphasis on research; programs particularly strong in engineering, physics, business, agriculture, and sport sciences.
B. Library facilities and personnel: Third largest academic library in USA; 6.5 million volumes; 93,913 serial subscriptions; decentralized library system with over 37 departmental libraries; automated circulation system; 120 librarians; 400 support staff; librarians have faculty status.
C. Student population: 35,152 students (total); 26,597 undergraduates; selective admission (average ACT is 27.5; national average is 18); 4% are minorities; 1% are foreign nationals.
D. Faculty population: 2,796 faculty members; 75% have doctorates; emphasis on research and publication; graduate assistants teach some undergraduate courses.

Directive:

You are one of five assistant librarians in the undergraduate library. Because there is no corresponding departmental library for the English as a Second Language (ESL) department, some of the instructors have asked you to develop a library unit they can incorporate into advanced writing classes for international graduate students. The students are presently enrolled in graduate school, but because of their somewhat low TOEFL scores, they are required to take one undergraduate level composition course. While the students are master or PhD candidates in a broad range of fields, business, chemistry, computer science and agriculture dominate.

The instructors are not quite sure what they want you to teach, but are willing to go along with any of your ideas for a library unit. Presently, no library-related assignments are given. They would like you to stress how to identify and locate current materials. There are seven sections of this course with a total of 110 students. The students are from many different countries, with many from Japan, China, Tunisia, Ghana, Ivory Coast, Colombia, Argentina, and Korea. No one person is responsible for coordinating all seven sections; the instructors work independently. On occasion, communication between the course instructors breaks down completely.

You feel strongly about helping these students, but your supervisor, the coordinator of bibliographic instruction in the undergraduate library, is concerned that you are already overextended. She is also uncertain if the undergraduate library should be involved in setting up a program for graduate students when the primary user group for the library is undergraduate students.

Address your memo to the coordinator for bibliographic instruction in the undergraduate library.

Scenario 8: High School Hoards

Description of Environment:

A. Institutional Setting: Large public library; open to all residents of the state.
B. Library facilities and personnel: one of the ten largest public libraries in USA; 5.2 million volumes; multiple copies of a large portion of titles; central library; cultural center, and 76 branch libraries; 342 librarians; 1,432 support staff.
C. Student population: All students of the general metropolitan area are welcome to use the library; approximately 1 million students in area; all levels and ages; varying experience with libraries.
D. Faculty population: The teachers at all area schools; approximately 25,000 teachers in the metropolitan area.

Directive:

You are one of twenty reference librarians in the information and reference center of the central library. Each spring hoards of high school seniors descend on the library, particularly on Saturday mornings, to work on their senior research papers. They come from all corners of the metropolitan area, from very diverse high schools, individually or in small groups. They complain that all the resources have been exhausted in their small high school libraries and that their teachers and school librarians encouraged them to go downtown to the "big" library. As each student enters the door, you go through the same general orientation talk, hoping to get them started on their research. Each seems quite harried and concerned that he/she won't finish their research before the library closes.

Exhausted from a long Saturday, you feel there must be a better way to help these students effectively use the library. You speak to the director of reader services, your boss, and she agrees with you that some type of cooperative orientation program needs to be implemented, perhaps involving the area high schools. She is so impressed by your concern that she gives you the responsibility of planning such a program. She reminds you that the staff is already

stretched to its maximum, so any program you would develop must not increase their work load and hopefully would ease the demands on the reference staff. She says she has often thought about developing an instruction program for high school students, but has never found the time. Now it's your turn to try.

Address your memo to the head of reader services.

Scenario 9: Playing the Stock Market

Description of the Environment:

A. Institutional Setting: Medium-sized public library; member of state-wide networks; affluent community of 250,000.
B. Library facilities and personnel: Public library supported by local tax dollars; community support for library is strong; one central library with two small branches; 250,000 volumes; 367 periodical subscriptions including 15 newspapers; large media collection; auditorium for community use; 18,000 telephone reference questions annually.
C. User population: Any resident of the community can use the library; library borrowing privileges for non-residents for a $50.00 annual fee; most residents are employed at one of the numerous large corporations headquartered in the area; great deal of mobility; average residency is 2 to 3 years; high density of engineers, research scientists, executives, managers; the nearest university library is 75 miles away; many area corporations do not have corporate libraries and depend on the public library for reference assistance; area businesses contribute annual fees to receive specialized services and to maintain subscriptions to business journals.
D. Faculty population: Not applicable.

Directive:

You are one of ten reference librarians in the central library. Your particular area of expertise is business reference. Whenever a patron comes in or calls seeking investment, stock market, tax, or other related business information, he/she is almost automatically referred to you. You are finding it particularly difficult to handle the increasing level of questions and the seemingly unending demand for information about the economic outlook for literally hundreds of different companies. You are certain that many of the questions you answer are related to potential purchases of stock in companies. You see two problems: 1) how to educate and train your colleagues in the reference department in business reference; and 2) how to instruct a nebulous group of patrons who demand an inordinant amount of your time in locating information about individual companies and economic forecasting. You have helped so many investors, that you are beginning to feel you should take a cut of their profits. Your director is somewhat of a traditionalist and is dubious about initiating any user education programs. You feel there is a definite need for business information seminars and that you could market them successfully. A couple of the other reference librarians are supportive but don't feel they can help to any great degree because they lack the subject expertise. You know you will need all the help you can get to gain the support of the director.

Address your memo to the director of the library.

Scenario 10: Gearing up for Graduates

Description of the Environment:

A. Institutional Setting: Large state-supported university; emphasis on research and publication; particularly strong in English, economics, chemistry, pre-law, pre-med, and history.
B. Library facilities and personnel: 5.5 million volumes; 52,460 serial subscriptions; decentralized library system with 26 libraries; nothing is automated except acquisitions; 145 librarians; 350 support staff; librarians do not have faculty status; average number of years each librarian has been employed at the library is 22 years.
C. Student population: 35,223 (total); 22,314 undergraduates; average SAT composite 1100 (national average is 800); 6% minorities; 2% foreign nationals; selective admissions; several of the graduate programs are ranked number one in the country.
D. Faculty population: 2,465 faculty members; graduate assistants teach a few undergraduate courses; emphasis on research and publication for tenure.

Directive:

You have been hired as the Coordinator for Bibliographic Instruction for the entire library system--a newly created position. Your direct charge from the library director is to coordinate library instruction and orientation programs for graduate students and faculty. The undergraduate library has a very strong instruction program, serving both undergraduates and graduate students. The undergraduate library is particularly well-staffed and politically protected; this situation may be due to the strong position of undergraduates on campus stemming from concessions received by the SDS (Students for a Democratic Society) in the 1960's. The library director wants you to ease the stronghold of the undergraduate librarians on graduate instruction; he feels it is more appropriate that the graduate library staff implement upper level programs.

You hope you can work comfortably with the head of the undergraduate library, but you must remember that almost all of the librarians in the system have been working at the University for over twenty years. You are not sure how you are going to teach the graduate departments new tricks; they are accustomed to seeking out their favorite librarian and asking for customized library instruction for their students. While much instruction is done for graduate students, it has been inconsistent, disorganized, and often redundant due to no previous library-wide coordination. Take two aspirin and begin on a reorganization which your library director anticipates will take two or three years.

Address your memo to the library director.

Term Project:

Proposal for a Bibliographic Instruction Program

I. Description of the Environment (Basis Information will be supplied in scenario)
   - A. Larger institutional setting
   - B. Library facilities and personnel
   - C. User population (students, faculty, community, etc.)

II. Program Planning
   - A. Target population
   - B. Method(s) of needs assessment
   - C. General & enabling objectives
   - D. Personnel to be involved in planning
   - E. Staffing
   - F. Methods of gaining cooperation/involvement of appropriate library personnel (i.e. teaching faculty)
   - G. Funding -- level and method(s)
   - H. Basic design/structure of program

III. Implementation of Project
   - A. Timeframe for phasing program in
   - B. Marketing
   - C. Content description
   - D. Description of instructional techniques (lecture, workshop, CAI, etc.)
   - E. Curricular aids needed (text, handouts, slide-tape)
   - F. Administration of the program (include training of personnel if appropriate)

IV. Follow-Up and Evaluation
   - A. Short-term assessment of:
     1. User Group
     2. Librarians
     3. Traditional teaching faculty (if appropriate)
     4. Effect on the library staff, materials and resources
   - B. Long-term assessment:
     1. Suggestions for evaluation
   - C. Dissemination of findings
     1. To what journals will you submit articles
     2. Where might you present a paper

V. Bibliography

Include a short (8-10 citations) list of relevant sources which you consulted in drawing up your proposal and which would aid you in implementing and evaluating your program.

NOTE: This is a suggested outline for your proposal. You do not have to follow this outline strictly but do address all major points.

UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana-Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Summer 1985

WRITING INSTRUCTIONAL OBJECTIVES

I. Class Session Objectives for June 18

General Objective: By the end of class today, each student should have a working knowledge of objectives and should know how to develop well constructed enabling objectives for library use instruction.

T.1. The student will understand the differences between three levels of objectives.

- E.1. The student will describe the differences between a general, terminal and an enabling objective.
- E.2. Given a list of objectives the student will correctly identify the three levels of objectives.

T.2. The student will know the components of a well constructed enabling objective.

- E.1. The student will list the four components of an enabling objective.
- E.2. Given a list of verbs, the participant will select the correct words that may be used in stating enabling objectives.
- E.3. Given a well constructed enabling objective, the student will identify the actor, the observable behavior or action performed, the situation or conditions, and the criterion or standard.
- E.4. Given a list of objectives, the student will identify those that are enabling objectives.

T.3. The student will be able to develop well constructed enabling objectives.

- E.1. Given a terminal objective, the student will write an enabling objective which includes the actor, the observable behavior, the situation, and the criterion in two minutes.

T.4. The student will know five criteria for appraising the adequacy of the objective developed.

- E.1. The student will list five criteria for appraising objectives.

II. Terminology

General objectives describe the overall goal of a program and what the entire program is designed to achieve.

Terminal objectives (T) break down the general objectives into more specific meaningful units.

Enabling objectives (E) define specific knowledge or skills necessary to achieve the terminal objective; describe the behavior of the person who has mastered the material.

III. Exercises (to be completed in six student groups)

Exercise 1

1. Briefly discuss the difference between general, terminal and enabling objectives.

2. From the following list, identify the general, terminal and enabling objective:

_____ a. Given a list of topics and a list of periodical indexes, the student will be able to correctly select, at 85% of the time, the index which covers each topic.

_____ b. The student will be able to make effective use of the library.

_____ c. The student will know how to use reference tools basic to all subject areas.

Exercise 2

Examine the following two statements. Which statement specifies the learner's behavior?

1. To develop student awareness of the campus library units which contain substantial material relevant to their research needs.

2. Given a topic, the student will identify the campus libraries which contain substantial material relevant to the topic.

Exercise 3

From the following list, check the statements which contain statements of observable behavior.

_____ 1. By sight, the student can identify the members of the instruction staff by name.

_____ 2. The student recognizes the library as a primary source of recorded information.

_____ 3. Given a topic of recent concern to the federal government, the student can locate citations to information issued by the executive and congressional branches using the Monthly Catalog.

_____ 4. Given a map of the library, the student can correctly identify the location of the reference desk in a specified time period.

_____ 5. The student understands the procedures established by using the library.

_____ 6. The student can correctly interpret overdue notices.

_____ 7. The student understands how information is organized in his own field of interest.

Exercise 4

Underline the situation statement in each of the following:

1. Given a specific topic of current interest, the student can locate two newspaper articles on the topic.

2. In a specified time period, the student can identify major reference sources in an unfamiliar field using Sheehy's Guide to Reference Books.

3. Given a list of call numbers and location symbols, a student can find the items in the library.

4. While viewing an LCS display, the student can identify the call number, location, and circulation status.

Exercise 5

Underline the criterion statement in the following enabling objectives:

1. Given a citation from Psychological Abstracts, the student will identify by name all elements of the entry.

2. In two minutes, the student can correctly search LCS for a given journal title and volume number.

3. Given a list of topics and a list of periodical indexes, the student will select at least 85% of the time the most appropriate index for each topic.

Exercise 6

Examine the terminal objective below and write three enabling objectives. Remember to include all four components of enabling objectives (the learner, the observable behavior, the situation statement, and the criterion statement).

Terminal Objective: The student can make effective use of the Library Computer System.

Note: This class in writing instructional objectives was based on a workshop session lead by Carla J. Stoffle at the Midwest Federation of Library Associations, Detroit, October 1 and 2, 1975.

UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana-Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Summer 1985
June 25, 1985

Midterm Essay or Editorial

In two to three double-spaced type-written pages, respond to Joseph Rosenblum's editorial "You Won't Find 'The Truth' in the Library" published in the Chronicle of Higher Education (October 26, 1983). Your response can take the form of an essay or a letter to the editor of the Chronicle of Higher Education. Your response should consist of two sections. One section of your response should discuss at least three instruction programs or positions drawn from the readings you have done for this class. You should discuss the reasoning, logic, or rationale which make the programs or positions you choose to mention significant in supporting or refuting Rosenblum's editorial. In the second part of your response, synthesize the readings with your personal philosophies of librarianship, specifically in the area of instruction, to support or refute Rosenblum's stand. There is no need to use footnotes.

Midterm essays are due in class July 2 and will be returned to students in class July 11.

CHRONICLE OF HIGHER EDUCATION
October 26, 1983
Page 30

Opinion

You Won't Find 'The Truth' in a Library

By Joseph Rosenblum

COLLEGE ADMINISTRATORS—particularly library directors—pay obeisance to libraries, calling them the heart of the campus. The anatomical reference is flattering but inexact; undergraduate libraries could more accurately be described as the vermiform appendix, which can be removed without danger—indeed, perhaps with some benefit—to the organism.

The Amherst College library until 1852 was open only once a week for the withdrawal of books. At Brown University in 1843 an undergraduate could remove a book from the shelf only with special permission. A college in Maryland lent no books at all; it had tried, but found too many students were borrowing them.

Ah, how we laugh at those antique practices. How much more enlightened we think we are, with our libraries open 18 to 24 hours a day, 7 days a week, with our open stacks and unlimited borrowing privileges. Librarians scurry around the campus bibliographically instructing, professors press research assignments on their students, and students flock to the library for The Truth.

Do we ever pause to consider that perhaps our present practices are subversive to true learning, that a closed library might be better for undergraduates than an open one? We should.

In the 1950's the New York Public Library began calling itself the "House of Answers." It is for answers that students come to the library; yet the primary function of an undergraduate education should be to provide questions, to allow—indeed, to force—students to think for themselves rather than be thought for. Wellesley College has as its motto *Non ministrari sed ministrare*—Not to be served but to serve. A fine motto, that; but a finer one for every college, every undergraduate, would be *Non cogitari sed cogitare*.

Emerson warned against relying on the thoughts of others: "Meek young men grow up in libraries, believing it their duty to accept the views which Cicero, which Locke, which Bacon, have given; forgetful that Cicero, Locke, and Bacon were only young men in libraries when they wrote these books. Hence, instead of Man Thinking, we have the bookworm."

How much easier to look up what Cleanth Brooks or Michael Millgate says about *The Sound and the Fury* than to wrestle with that novel to discover its beauty, passion, and meaning for oneself—and how much less truly educating. How much easier to read what the critics say about the works of Picasso or Mozart than to look at the pictures or listen to the music—and how much less enriching.

Our undergraduates are too often like medieval Schoolmen who read Pliny, Aristotle, and Galen to determine how many teeth a horse has, refusing to go outside to look at a horse for themselves. One may sound educated by quoting another, but what does that truly signify? A trained parrot may do the same. Original thoughts are within ourselves, not printed in books.

Libraries discourage thought; they also discourage reading. I do not refer merely to the often noisy and unattractive surroundings they offer or to the terrible treatment of books there, with embossers and inky stamps that turn works of art into pieces of junk, distressing though those conditions are. Even worse are the many supposed shortcuts to knowledge libraries offer, such as Masterplots and encyclopedias.

What does snow represent in Joyce's "The Dead"? No need to ponder the question or even read the story; just look up 'snow' in *A Dictionary of Symbols*. Is *One Hundred Years of Solitude* a good book? Don't read it; look it up in *Book Review Digest*. With *Bartlett's Familiar Quotations*, who needs the classics? With *Roget's Thesaurus*, who needs a good vocabulary?

Yes, there is a place for libraries, even for such of their contents as Charles Lamb called *biblia a-biblia*—books that really aren't. Graduate schools, with their emphasis on research, should equip their students with the ability to use libraries, to acquaint them with the literature of their fields. To assess the value of that literature, however, requires a mind trained to think, not to use indexes. Only if one has grappled with Faulkner can one then appreciate and assess the contributions of a Brooks or a Millgate.

Oliver Wendell Holmes observed that if all the *materia medica* were dumped into the ocean it would be so much the better for people and so much the worse for the fish. The same might be said for the vast majority of the books in college libraries.

The educational enterprise would be more apt to attain what should be its real goal—producing analytical minds—if students were encouraged *not* to use libraries. An anti-bibliographic-instruction course should be required for all entering freshmen.

It may not, alas, be true that, as Wordsworth said, "One impulse from a vernal wood/May teach you more of man,/Of moral evil and of good,/Than all the sages can." But looking at a vernal wood will teach more botany than a book about vernal woods, and thinking about moral good and evil is more likely to instill ethics than reading what X says about Y's views on Z's interpretation of Aristotle.

Let undergraduates reinvent the wheel or rediscover gravity; they will be the better engineers and physicists for the experience. Let them see the world through their own eyes, think their own thoughts, create their own ideas. Only in that way can a liberal-arts education be truly liberating and truly educating.

Brown had the right idea.

Joseph Rosenblum is a former reference librarian at Guilford College.

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BIBLIOGRAPHIC INSTRUCTION: A SELECTED BIBLIOGRAPHY

This bibliography is based on a bibliography originally compiled by Carolyn B. Fields for the Association of College and Research Libraries, Bibliographic Instruction Section, Education for Bibliographic Instruction Committee; additions and updates provided by Betsy Wilson, Undergraduate Library, University of Illinois to accompany the panel "Library Skills Instruction and the Developmental Writer" presented at the 36th Conference on College Composition and Communication in Minneapolis March 22, 1985.

Bibliographies/Literature Reviews

Kirkendall, Carolyn A. and Carla J. Stoffle. "Instruction." In the Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe, edited by Gail A. Schlachter, Littleton, Colorado: Libraries Unlimited, 1982, pp. 42-93.

Excellent, comprehensive overview of bibliographic instruction including history, major developments, and current issues: Faculty support, educational theory in instruction, and administrative support. Examines user education in college and university, school, special, and public libraries. Includes a useful classified bibliography.

Lockwood, Deborah L., comp. Library Instruction: A Bibliography. Westport, Conn.: Greenwood Press, 1979.

An annotated, classified bibliography covering three major areas: General philosophy and state-of-the-art, types of libraries, and methods of instruction. Concentrates on items published after 1970 with the exception of classic works.

Rader, Hannelore B. "Library Orientation and Instruction--(year)." Annually in Reference Services Review. Ann Arbor, Mich." Pierian Press, 1976-.

Annual, annotated bibliography covering publications for a given year.

Periodicals/ Columns Devoted to Bibliographic Instruction

ACRL-BIS Newsletter. Chicago: American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section, 1984-.

Lubans, John, Jr., ed. "Library Literacy." RQ. Chicago: American Library Association. Reference and Adult Services Division, 1980-.

LIRT Newsletter. Chicago: American Library Association. Library Instruction Round Table, 1978-.

LOEX News: The Quarterly Newsletter of the Library Orientation-Instruction Exchange. Ypsilanti, Mich." LOEX Clearinghouse. Division of Educational Resources. Eastern Michigan University, 1974-.

Research Strategies: A Journal of Library Concepts and Instruction. Ann Arbor, Mich.: Mountainside Publishing, 1983-.

Directory of Clearinghouses

Sager, Rochelle, ed. Library Instruction Clearinghouses 1983: A Directory. Chicago: American Library Association, 1983.

Guidelines and Recommendations

American Library Association. "Policy Statement: Instruction in the Use of Libraries." Council Document no. 45, American Library Association Annual Meeting, New York, 1980.

Provides a short statement of support for instruction on information retrieval and concludes with the statement that "The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service."

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Task Force. "Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News 38 (April 1977): 92.

The ACRL BIS Task Force put together guidelines on essential elements and objectives of an instruction program. The guidelines are currently undergoing revision.

"Think Tank Recommendations for Bibliographic Instruction." College and Research Libraries News 42 (Dec. 1981): 394-398.

Six resommendations are made on two main themes: "1) "building bridges"--to the rest of the profession, to the large academic community, and to the library schools--and 2) consolidating the discipline by fostering research, publication critical analysis, and development of an underlying pedagogy of bibliography instruction."

"Reactions to the Think Tank Recommendation: A Symposium." Journal of Academic Librarianship 9 (March 1983): 4-14.

The authors of the "Think Tank Recommendations..." stated that they hoped to spark discussion. Indeed they did; this article is actually composed of eight different responses to the above cited publication.

Handbooks

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Policy and Planning Committee. Bibliographic Instruction Handbook. Chicago: American Library Association, 1979.

Contains the "Guidelines for Bibliographic Instruction in Academic Libraries," and an outline of basic considerations in starting up a bibliograhic program: Needs assessment checklist, administrative considerations, a timetable, model statement of objectives, and pros and cons of different modes of instruction. A glossary and pathfinder on BI conclude the handbook.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Research Committee Subcommittee on Evaluation. Evaluating Bibliographic Instruction: A Handbook. Chicago: American Library Association, 1983.

Intended as an introduction to evaluation, this handbook offers very good direction for the instruction librarian including: Rationale for evaluation, goals and objectives in evaluation, research designs, data-gathering instruments, and data management and statistical analysis. Concludes with an annotated chapter on significant works plus a bibliography.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Continuing Education Committee. Organizing and Managing a Library Instruction Program: Checklists. Chicago: American Library Association, 1980.

This publication consists of twelve checklists librarians can use for initiating or improving an instruction program: Elements of a model instruction program, assessing students needs, assessing instructor and dean's interest, administration of a program, developing objectives, instructional modes and materials, teaching librarians to teach, evaluation, collegial and administrative support.

Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. Learning the Library: Concepts and Methods for Effective Bibliographic Instruction. New York: Bowker, 1982.

Explains how to plan and implement a bibliographic instruction program. Its uniquemess lies in the discussions of the research process and how to present it. Gives examples of research in the humanities, the social sciences and history. Includes an excellent chapter on planning the single lecture.

Breivik, Patricia Senn. Planning the Library Instruction Program. Chicago: American Library Association, 1982.

The author hopes to "provide the reader with a clear understanding of the educational and political milieu in which library user-education

programs must exist, as well as an understanding of the practical steps involved in planning an implementing them." Stresses the theoretical and philosophical aspects of planning a BI program.

Renford, Beverly and Linnea Hendrickson. Bibliographic Instruction: A Handbook. New York: Neal-Schuman, 1980.

Practical, comprehensive handbook. Explains in detail how to plan for a BI program; how to develop an orientation program, course-related instruction, credit instruction, and computer-assisted instruction programs; how to develop workbooks; and how to use audiovisual materials and equipment.

Theory, General Discussion, and Case Studies

Frik, Elizabeth. "Information Structure and Bibliographic Instruction." Journal of Academic Librarianship 1 (September, 1975): 12-14.

Examines four levels of bibliographic awareness: Particular reference sources, types of sources, ways in which reference sources reflect the nature of the disciplines they serve, and information structure in the society.

Knapp, Patricia B. The Monteith College Library Experiment. New York: Scarecrow, 1966.

This classic in the field of library education reports on the innovative research project conducted at Monteith College at Wayne State University in 1960. The objectives of the project were "to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use." This project influenced the course of bibliographic instruction, and the types of problems and concerns encountered are still being discussed in the literature today.

Kobelski, Pamela and Mary Reichel. "Conceptual Frameworks for Bibliographic Instruction." Journal of Academic Librarianship, 7 (May 1981): 73-77

Stresses the importance of using conceptual frameworks--principles which are drawn from a field of study and used to organize the content of an instructional presentation--in library instruction. The pros and cons of seven conceptual frameworks are discussed: Type of reference tool, systematic literature searching, form of publication, primary/secondary sources, publication sequence, citation patterns, and index structure.

Kohl, David, Lizabeth Wilson, Lori Arp, Stuart Rosselet, and Susan MacDonald. "Large Scale Bibliographic Instruction--The Illinois Experience." Sepcial Issue of Research Strategies 2 (Winter 1984).

Devoted to the Undergraduate Library Instruction Program at the University of Illinois. The program is discussed from the viewpoints of the library administrator, instruction librarians, writing instructor and composition

administrator. Provides guidelines for establishing, implementing and evaluating a program in the context of a large university. Also proposes a cognitive research approach based on the hierarchical structure of information.

Library Orientation Series, 1971-. Papers presented at the annual conferences on library orientation held at Eastern Michigan University, published by Pierian Press.

There are many articles on case studies and theory presented in this series. It is a very good source for information on current topics.

Luban, John, Jr., ed. Educating the Library User. New York: Bowker, 1974.

This much cited collection of essays, case studies, and research reports discusses user education in many types of libraries. It is divided into three parts: Rationale for educating the library user, faculty involvement in library-use instruction, and implementation and evaluation of library-use instruction programs. The editor states it is "the first book on the subject from a total systems point of view."

Lubans, John, Jr., ed. Progress in Educating the Library User. New York: Bowker , 1978.

An update to Educating the Library User, this volume discusses recent trends, innovations and new directions in the field. This work also addresses BI in a variety of types of libraries as well as in British, Scandinavian, and Canadian libraries.

Marshall, Albert P., ed. "Current Library Use Instruction." Special issue of Library Trends. 29 (Summer 1980).

This is an update on the general topic of library user instruction. It reviews the history and current trends in BI, elements of a successful BI program, compentency-based education and library instruction, research strategies, modes of instruction for the individual, reference service as a teaching function, training and education of library instruction librarians, involvement of the librarian in the total educational process, the computer and user education, and evaluation of bibliographic instruction.

Oberman, Cerise and Katina Strauch, eds. Theories of Bibliographic Education: Designs for Teaching. New York: Bowker, 1982.

This book, which presents a theoretical foundation for BI as a discipline, is intended as a companion volume to Learning the Library which is more practical. It contains essays on the theory of information structure and education principles; it promotes a shift away from tool-based learning to conceptual-based learning.

Tuckett, Harold W. and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User." RQ 24 (Fall 1984): 58-66.

This article reviews the pedagogical models applied by instruction librarians over time and proposes that a new model which attempts to incorporate cognitive learning theory is emerging.

Librarian - English Instructor Cooperation

DeWit, Linda, Agnes Haigh, Julie Hurd, "Library Seminars: Keeping Faculty informed," College and Research Libraries News 42 (October 1981): 326-327.

Faber, Evan Ira. "Library Instruction Throughout the Curriculum: Earlham College Program," In Educating the Library User (1974) pp. 145-162.

Ford, James E. "The Natural Alliance Between Librarians and English Teachers in Course Related Library Use Instruction," College and Research Libraries 43 (September 1982): 379-84.

Gwinn, Nancy E., "The Faculty-Library Connection," Change 10 (September 1978): 19-21.

Hofmann, Lucinda A. "Educate the Educator" A Possible Solution to an Academic Librarian's Dilemma." Journal of Academic Librarianship 7 #3 (July 1981): 161-3.

Lipow, Anne Grodzins. "Teaching the Faculty to Use the Library: A Successful Program of In-Depth Seminars for University of California, Berkeley, Faculty." in New Horizons for Academic Libraries, pp. 262-7. Edited by Robert D. Stueart and Richard D. Johnson. New York: Saur, 1979.

Rader, Hannelore B., ed., Faculty Development in Library Instruction (Ann Arbor, MI: Pierian Press, 1976).